



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

be obliged to deplore the illiteracy of so large a proportion of the population of the United States, and the incompetent teaching that is attracting the attention of men of other professions and is fast becoming a reproach to us.

Margaret K. Smith.

Oswego Normal School.

Selections from Viri Romae, with Notes, Exercises, and Vocabulary.

By JOHN C. ROLFE, Ph.D., University of Michigan.

It is a common lament among teachers of Latin that the Romans were not thoughtful enough to leave us an easy and interesting book for beginners. Caesar, Cicero, and Virgil are all very well, but not for the boy who has just completed his introductory Latin book. In the study of a language, as in the learning of the piano, the young student loses courage and interest if what he is set to do is obviously beyond his powers. Even the school-boy is capable of feeling the joy of mastery, provided the work given him is such as he can really conquer as he goes forward in it from day to day. But what joy of mastery does a boy of fourteen or fifteen feel in attacking the complicated sentences of Caesar? Nor is this all. The young student loves variety, and a touch of romance. Now there is romance enough in the life of Caesar, but it does not shine very freely through the pages of his Commentaries on the Gallic war; and, even if it did, the Commentaries after all deal with but a single man and his difficulties. What the young boy should first have,—what some Roman should have written for us,—is a brief history of Rome, told in biographies of Roman heroes.

In this really melancholy state of affairs, what the Romans did not do was done, and in no very bad way, by Lhomond, a Latinist and teacher of the last half of the last century. His "Men of Rome" is a skilfully constructed book made up of interesting stories, reflecting well the Roman character and the Roman conception of history. These stories are not of his own writing, but are taken from Roman writers, and are changed in form only where the original form is too difficult for the young student. In a few places Lhomond has admitted late or doubtful Latin, but the defects of this sort are so few as to do no harm.

In the days when the writer of this review was a school-boy, Lhomond's book, in Andrews' edition, was in rather common use in this country. For some unexplained and certainly insufficient reason, it went out of fashion. Professor Rolfe, of Ann Arbor, has rendered a very distinct service to teachers and students by reëditing selections from the book and furnishing them with a vocabulary. The latter half of the text is equipped with brief footnotes, forming judicious aids in reading "at sight". The explanatory notes at the end of the text are careful and good. To these are appended exercises for translation into Latin; which

exercises take the same form as the *Viri Romae* itself, being connected stories about the persons whose history is narrated in the text. These exercises are preceded by some very good "hints." The text itself is also introduced by some wise suggestions upon method, in which, *inter alia*, Mr. Rolfe enjoins the sound doctrine that "pupils should be taught to read Latin aloud with such expression that it is evident, without translation, whether they understand the meaning of what they have read. They should acquire the habit of doing this without translating even in the mind." He states forcibly,—what cannot be stated too often,—that "to comprehend the meaning of a Latin sentence, and to express that meaning in idiomatic English, are two distinct and equally valuable arts. They should be made as distinct as possible. The pupils should learn to grasp the meaning of a Latin sentence in the original, following the order of the Latin words. He should also learn to express that meaning in idiomatic English."

Some good things are also said about pronunciation. The pronunciation of Latin in our schools and colleges among people who ostensibly use the Roman method (about the rest it does not matter) is extremely bad. Quantities are commonly not known at all except in the penult and the ultima, and it is good luck if, even in these syllables, knowledge has much effect upon practice. The result is, of course, that the reading of poetry, instead of being a simple and agreeable thing, is absurdly complicated, wholly irrational, and sufficiently disagreeable. What is the remedy? The learning of quantities by looking them up in the dictionary is a laborious process and a great waste of time. In part, the young pupil should learn his pronunciation of Latin as he learns his pronunciation of English: *from hearing it rightly pronounced*. In this respect the teacher of Latin stands in the place which, for English, is occupied by parents and teachers. But there is one other aid that should be added. Not only the first-year book but other books,—at least other prose books,—used in preparation for college should have every long vowel marked, *so that the student shall not be able to see the word without seeing the sounds*, and so that in addition he shall have the means of taking to task any careless teacher, who may be lacking in this not unimportant part of his duty. Mr. Rolfe, who has marked every long vowel in the *Viri Romae*, is kind enough to attribute what he has done to preachings of mine at a time when we were associates at Cornell University a number of years ago. The seed certainly fell upon good ground; for he will not stop with the *Viri Romae*, but will mark the quantities in his forthcoming edition of *Nepos* as well. I am glad to add also that he is helping teachers to meet the cases of those college freshmen who have not been brought up upon a marked text; for whose use he has published such a text of Book I of *Livy*, and will, in the

course of the academic year, publish a similar text of Books **xxi** and **xxii**. Would that he might also publish a marked text of the *De Senectute*!

The book, then, is, in all the ordinary ways, well adapted to serve as an easy bridge from the first-year manual to Caesar, or as a field for reading at sight at any time during the preparatory course; and has in addition a constant visual rebuke ready for the careless pronouncer, whether he be student or teacher.

For the good paper and clear and attractive printing, the publishers, Messrs. Allyn & Bacon, deserve praise.

W. G. Hale.

L'Oro e l'Orpello. A comedy in two acts. By TOMMASO GHERARDI DEL TESTA. Edited with English notes by C. H. THURBER, Instructor in French in Cornell University. Size 5x7 in., pp. 68. D. C. Heath & Co., Boston.

Teachers of Italian had long been compelled to work almost without text-books, when five years ago Grandgent's most excellent grammar appeared and furnished them a very satisfactory classroom book. Since then they have been looking in vain for some book to use after finishing the grammar. If we should except the Clarendon Press editions with their scanty selections from Dante and from Tasso, we might say that no Italian reading book, with English notes or prepared for English-speaking students, has been available. Mr. Thurber, realizing this and comprehending the fact that the next thing needed was an attractive, interesting, and easy book to follow the grammar, has done real service in bringing to us just such a book.

Tommaso Gherardi del Testa was born at Terriciuola near Pisa, in 1818. Having completed the law course at the University of Pisa at the age of twenty-three, he entered the legal profession at Florence and followed it for several years. The war of 1848 filled him with agitation and enthusiasm and he entered the Tuscan army as a volunteer. Wounded and taken prisoner at Curtatone, he was conveyed to Bohemia where he was held until the peace of Milan, after which an exchange of prisoners set him free. Before this he had worked on several journals and had published some short historical novels of which "The Poor and the Rich" may be taken as an example. Having long felt an inclination for the drama he turned his whole attention to it. His first comedy, "A Mad Ambition," met with great success at Cocomero and at Florence. Some twenty-five comedies of pure and rich language, interspersed with bold and happy wit, are the product of his pen. Among his best may be mentioned "L'Oro e l'Orpello," "The Count and the Actress," "Vengeance and Pardon," "Ambition and Avarice." They have been very popular both in Italy